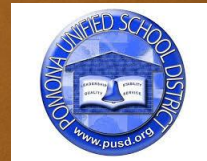


Local Control Accountability Plan

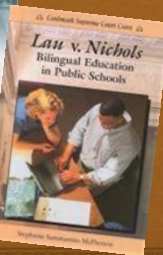
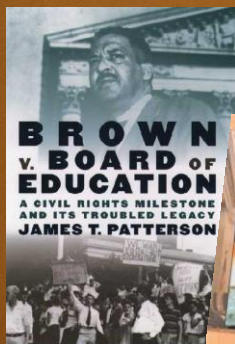


STAKEHOLDER ENGAGEMENT

Pomona Unified School District
Richard Martinez, Superintendent
Stephanie Baker, Deputy Superintendent
October 2014



Making History



Progress Indicators



Pomona Unified new *Local Control Accountability Plan (LCAP) Report*

STATE PRIORITIES FOR LCAP



Local Control Accountability Plan (LCAP) Report DRAFT

1.0 Conditions of Learning

Perspective	Performance Measure	Unit of Measure	Group	California	2012-2013	Base 2013-2014	2014-2015	2015-2016
1.0 Conditions of Learning (Priority 1 - Learning, Priority 2 - Basic Conditions, Priority 7 - Standards, Priority 7 -)	1.01 Teacher Qualifications	Number Meet/Exceed Credential Requirements	NA		1513			
		Number of Missions	NA		20			
	1.02 School Facilities	Percentage of schools meeting requirement	NA		100%			
	1.03 Student access to core materials	Percentage of Schools Meeting Requirement	NA		100%			

Highly Qualified Teachers, Instructional Materials and School Facilities
per Williams Legislation

Local Control Accountability Plan (LCAP) Report DRAFT

2.0 Pupil Engagement

Performance Measure	Unit of Measure	Group	California	2012-2013	Base 2013-2014	2014-2015
2.01 Attendance	Attendance Rate	Total Population		95.72		
2.02 Chronic Absenteeism	Chronic Absenteeism Rate	Total Population		5.93		
2.03 Dropouts: High School	Cohort Dropout Rate	Total Population	13.1	16.5		
2.04 Graduates: High School	Cohort Graduation Rate	Total Population	78.9	77.5		
2.05 Pupil Suspensions	Rate of Suspensions	Total Population	5.1	6.9		
2.06 Pupil Expulsions	Rate of Expulsions	Total Population	0.10	0.10		
2.07 District Advisory Meetings	Attendance Rate	NA	NA	75.92		

Attendance, Dropout, Graduation, Suspension, Expulsion and Parent Meeting Attendance Data

Local Control Accountability Plan (LCAP) Report DRAFT

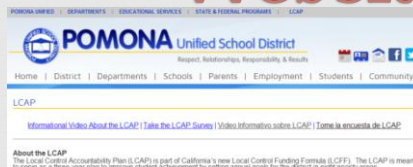
3.0 Pupil Outcomes

Perspective	Performance Measure	Unit of Measure	Group	California	2012-2013	Base 2013-2014
3.0 Pupil Outcomes (Priority 4 - Pupil Achievement, Priority 8 - Other Pupil Outcomes)	3.01 Academic Performance Index	Growth API	Total Population	789	728	
	3.02 Adequate Yearly Progress: Annual Measurable Objective - English Language Arts	Advanced/Proficient Percentage	Total Population	56.6	45.3	
	3.03 Adequate Yearly Progress: Annual Measurable Objective - Mathematics	Advanced/Proficient Percentage	Total Population	59.5	43.9	
	3.04 English Learners Proficiency	Reclassification Rate	English Learners	12.2	10.8	
	3.05 CAHSEE ELA Performance Grade 10	Pass Rate	Total Population	83.0	81.0	
	3.06 CAHSEE Math Performance Grade 10	Pass Rate	Total Population	84.0	77.0	
	3.07 A-G Course Completion	Rate of completion	Total Population	38.3	38.8	
	3.08 Advanced Placement Performance	Pass Rate (Score 3 and above)	Total Population	59.6	32.6	
	3.09 Early Assessment Program Performance English Language Arts	Percentage of Grade 11 Students Prepared for college level English Language Arts	Total Population	23.0	14.0	
	3.10 Early Assessment Program Performance Mathematics	Percentage of Grade 11 Students Prepared for college level Mathematics	Total Population	14.0	4.0	

Academic Achievement Data including AYP, CELDT, CAHSEE, A-g, AP, EAP

Venues for Stakeholder Engagement to Inform, Listen, Analyze, Discuss

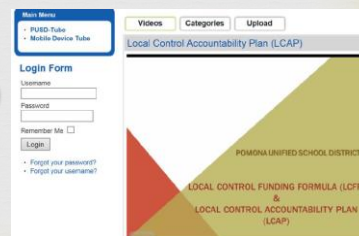
Website



Meetings



Video Survey



Local Control Accountability Plan (LCAP)

About the LCFF/LCAP

The Local Control Accountability Plan (LCAP) is part of California's new Local Control Funding Formula (LCFF). The LCAP is meant to serve as a three-year plan to improve student achievement by setting annual goals for the district in eight priority areas.

Priority Areas

- Basic Needs
- Implementation of the Common Core State Standards
- Parental Involvement
- Student Achievement
- Student Engagement
- School Climate
- Access to Courses
- Other Student Outcomes in Subject Areas

PUSD Community Engagement and Resources

- January 14, 2014: Information about the LCFF/LCAP [Presentation to School Board](#)
- Informational Video About the LCAP
- Video Informativo sobre LCAP
- March 21, 2014: LCFF/LCAP Presentation to Stakeholder Representatives
- April 18, 2014: LCFF/LCAP Presentation to District Advisory Groups (in Spanish)
- May 17, 2014: Superintendent's Response to Advisory Groups Questions (in Spanish)
- May 27, 2014: Draft LCFF/LCAP Goals & Actions School Board Presentation (in Spanish)

Community Update

- School of Extended Education
- La Verne DRAFT LCAP
- Local Control and Accountability Plan being submitted for public School Board approval
- LCAP Report, New District

Additional Resources

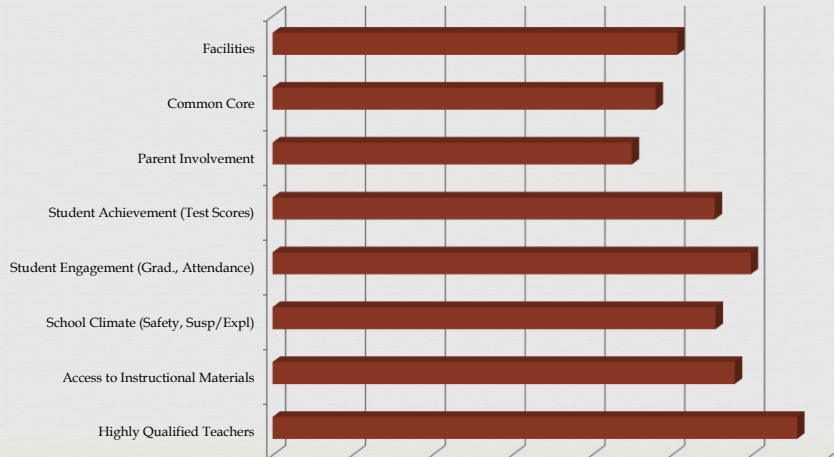
- California State ITAL

Local Control Accountability Plan (LCAP)

GOALS AND BUDGET FOR THE LCAP

- The goals are written for a three year span and the plan is revised each year.
- The budget is adopted each year.

Website Survey Results



Stakeholder Leadership Groups

- ❧ Board of Education
- ❧ Cabinet
- ❧ Association of Pomona Teachers (APT)
- ❧ CSEA
- ❧ PACE
- ❧ Elementary Principals
- ❧ Secondary Principals
- ❧ Parent Advisory Committees
 - ❧ DAC/DELAC
- ❧ PTA and Parent Leads
- ❧ Superintendent's Advisory Council
- ❧ Foster Youth Advisors
- ❧ Superintendent's Student Advisory Council



Each Stakeholder Group Set Priorities through a Needs Assessment Template



Pomona Unified School District

LCAP Needs Assessment 2013-14

Qualitative Data

PUSD Essential Question:

How will the Local Control Accountability Plan (LCAP) support PUSD's goals to close the achievement gap for English Learners, Foster Youth, and Low-income pupils and ensure that all students are college and career ready?

Needs Assessment Group:

State Priority Area	Factors to Consider	Sampling of what we already have or are doing in PUSD	What services and/or actions should be improved or increased to promote student achievement?	Priority Ranking
#1 Basic Conditions	<p>Teachers are qualified and appropriately assigned.</p> <p>School facilities are in good repair.</p> <p>Students have access to materials.</p>	<p>100% of the sites that were audited by Williams in Fall 2013 were found to be compliant in terms of:</p> <ul style="list-style-type: none"> Teacher Assignments Facility Repair Students having access to materials. 		
#2 Implementation of State Standards	<p>Students have access to standards-aligned materials and are receiving instruction that is aligned with state-adopted content and performance standards.</p>	<p>--Treasures for CCSS ELA</p> <p>-- GA math units</p> <p>--Use of <i>Write from the Beginning and Beyond & Write for the Future</i></p> <p>--Course Curriculum Committees creating CCSS curriculum maps and course descriptions</p> <p>-- PLC's, professional development and collaboration for teachers focused on CCSS</p> <p>-- AVID program</p> <p>-- RII and Equity with intervention teachers & programs (<i>ST Math, Imagine Learning, etc.</i>)</p>		

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Pomona's Essential Guiding Question



“How will the Local Control Accountability Plan (LCAP) support PUSD’s goal to close the achievement gap for *English Learners, Foster Youth* and *Low-income Pupils* and ensure that all students are College and Career Ready?”

STATE PRIORITIES FOR LCAP



Stakeholder Engagement

☞ Phase I: January 10–April 17, 2014

- ☞ Stakeholder Input from ten (10) constituencies
 - ☞ 22 meetings held for stakeholder engagement
- ☞ Online survey and video message for all internal and external stakeholders
- ☞ 631 written recommendations collected
- ☞ Stakeholder leadership met to reach consensus on key ideas that emerged.

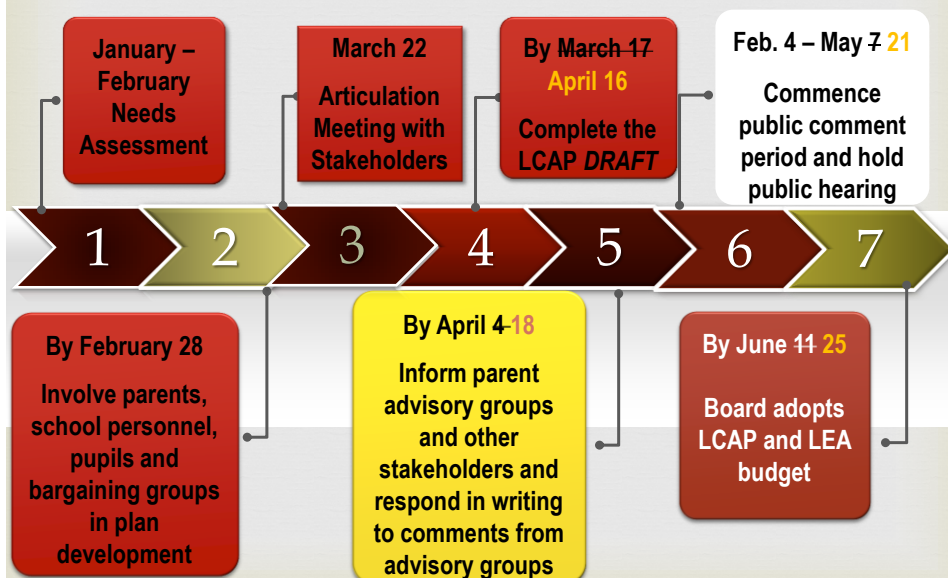
☞ Phase II: April 18–25, 2014

- ☞ Review *draft* LCAP by District parent advisory committees
- ☞ Provided written responses to Superintendent
- ☞ Superintendent responded in writing and posted on website

☞ Phase III: May 7–June 25, 2014

- ☞ Three (3) Public Hearings for LCAP
- ☞ Public Hearing for Budget
- ☞ Final Adoption of LCAP and Budget by Board of Education

Updated Timeline







Stakeholder Leaders' Consensus Meeting

March 21, 2014

Stakeholders reviewed all Stakeholder Group input and reached consensus on emerging areas of focus.

Year 1 Emerging Areas of Focus



- ❧ AVID
- ❧ Class Size Reduction
- ❧ English Learners:
 - ❧ Extended Learning and Intervention
 - ❧ Professional Development
- ❧ APEX: Credit Recovery
- ❧ Safety: CSOs and Health Clerks
- ❧ Increase Library Clerk hours
- ❧ Technology and Science Support and Professional Development
- ❧ Counselors/ Counseling/ Guidance & Social/Emotional Support
 - ❧ Foster Youth
 - ❧ All Students
- ❧ Cluster Parent Leads
- ❧ Additional Site and District Support

PUSD's LCAP GOALS for 2014-15

- ❧ *Goal 1:* All students will reach high academic standards.
- ❧ *Goal 2:* Students will be taught by highly qualified teachers.
- ❧ *Goal 3:* All students will access safe and equitable learning environments and differentiated support systems that promote college and career readiness.

Examples of Stakeholder Suggestions

"Classrooms with smaller groups"

"More tutoring especially before testing."

"Programs like GEAR UP and AVID for all students."

"More help for English learner students so they can meet the requirements for reclassification."

Sample Actions

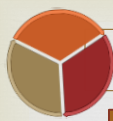
- Staff will be assigned to specific grade levels and courses in a manner that decreases teacher/student interaction ratios.
- District will provide research-based intervention programs to support students in achieving high academic standards (*e.g. extended learning opportunities, CAHSEE support*).
- Expand the AVID Excel program to support academic achievement and college and career readiness of targeted students to decrease the academic achievement gap, by providing additional sections, staffing, materials, and professional development as needed at comprehensive secondary schools.

Goal 1: All Students will reach high academic standards.

Based on all stakeholder input, staff then drafted the LCAP with goals and actions that respond to our essential question.



"How will the Local Control Accountability Plan (LCAP) support PUSD's goal to close the achievement gap for English Learners, Foster Youth and Low-income Pupils and ensure that all students are College and Career Ready?"



Goal 1: All students will demonstrate achievement of rigorous academic standards through high quality instruction and learning opportunities.

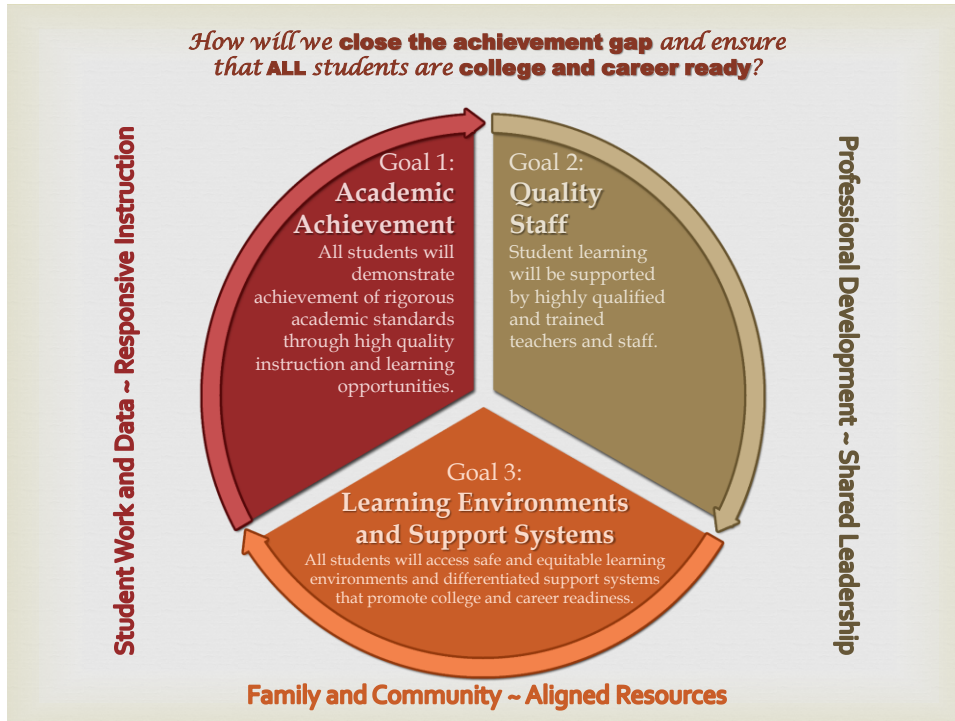
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All Students

- **Actions:**
 - Instructional materials and tools
 - Progress Monitoring
 - Online Learning
 - Reduce staffing ratios and combination classes
- **Resources:**
 - Library clerks, librarians, print and digital instructional materials
 - Diagnostic assessments and tools; OARS, release time, parent conferences
 - APEX online for credit recovery and AP courses
 - Class Size Reduction for grades K-3 and Mathematics in grades 7-9

Targeted Students

- **Actions:**
 - Targeted intervention and support
 - Expand AVID and AVID Excel
 - Targeted Online Learning
 - CSR and Full Day Kindergarten
 - Dual Immersion Language Program
- **Resources:**
 - Extended Summer Learning, professional development, special assignments, materials
 - Additional AVID sections, staffing, materials, professional development
 - APEX program staff support
 - Planning release time
 - ELD, ELD Support classes
 - Kindergarten classes, teachers, staff
 - Additional librarian, library clerk hours
 - Language acquisition materials



Lessons Learned to Inform Our Ongoing Process

